

Create structure in a flexible environment

A suggestion for implementing the strategy
'Helpful classroom strategies years 1–8' from
the Guide: [FASD and learning](#)

Includes:

- Classroom layout
- Create structure in a flexible space
- Structure and consistent routines
- Minimise distractions
- Agree guidelines for behaviour
- Useful resources

Inclusive Education

From

Guide: [Fetal alcohol spectrum disorder and learning](#)

Strategy: [Helpful classroom strategies years 1-8](#)

Suggestion: [Create structure in a flexible environment](#)

Date

26 April 2024

Link

inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/create-structure-in-a-flexible-environment-2

Classroom layout

Parents and whānau know their tamariki and can pre-empt situations that could cause distress.

This video shows examples of how teaching teams can respond and plan specific support for tamariki.



Video hosted on Vimeo <http://vimeo.com/159138467>

Closed Captions

Source:

Ministry of Education, inclusive education videos (NZ)
<https://vimeo.com/album/2950799>

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Create structure in a flexible space

Set up your environment to minimise students' cognitive load.

Providing support for students' specific needs enables them to work more independently.



Video hosted on Youtube <http://youtu.be/AJqaNNkqxCY>

Closed Captions

Source:

POPFASD (Canada)

https://www.youtube.com/channel/UCWRoE1YnO371Fc_hWx6Pnhg

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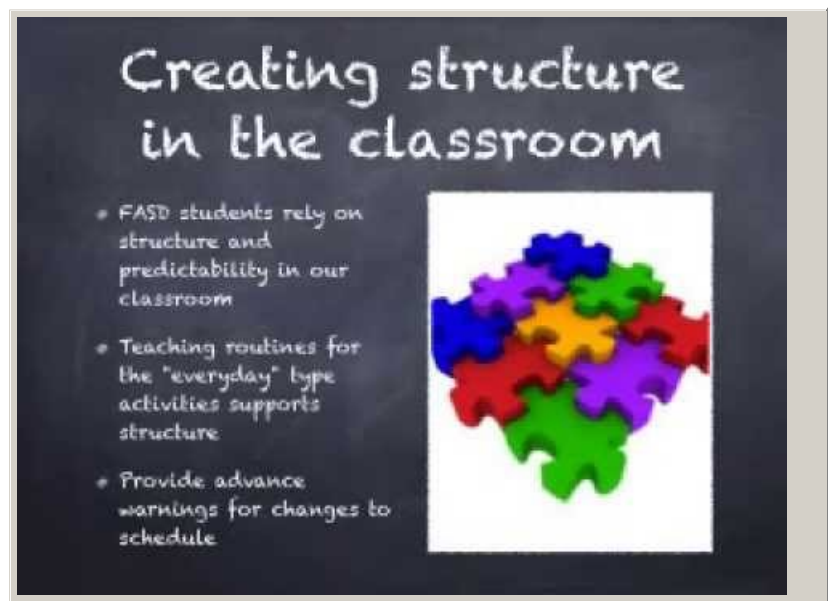
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Structure and consistent routines

Structure helps ease the stress created by constant change.

A consistent routine supports independence and reduces anxiety and stress.



Video hosted on Youtube http://youtu.be/NR-_GTm5MA8

No captions or transcript

Source:

[WrAP Schools \(Canada\)](#)

https://www.youtube.com/channel/UChuAycUoRt_HkcdbXnKiV_Q

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Minimise distractions

Minimise auditory and visual distractions to help diminish the confusion and frustration some students experience, and maximise their ability to focus on the task at hand.

Reduce visual distractions

- Strategically place the student's seat away from distractions, such as doorways and windows.
- Clear the student's desk of everything, except the lesson at hand.
- Put away (or out of view) teacher's equipment and books competing for a student's attention.

Reduce auditory distractions

- Seat student closest to where you present information.
- Seat student next to students who do not distract others.
- Provide nonverbal cues that are familiar to the student to help them stay focused and working quietly, for example: use hand signals, move close to student.
- Create quiet spots in your classroom.

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Agree guidelines for behaviour

Develop a class
treaty/norms/rules with
the students.

- ✓ Use clear, concrete language.
- ✓ Agree on 3-4 positively stated rules.
- ✓ Display the classroom rules.
- ✓ Use picture cues.
- ✓ Review rules regularly with the class.
- ✓ Role-play classroom rules.
- ✓ Use consistent vocabulary when teaching and reinforcing rules.
- ✓ Apply the rules consistently.
- ✓ Apply agreed consequences immediately when behaviour expectations are not met.

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Useful resources



Environment: For learners with FASD and other complex learning needs

A checklist for setting up a classroom environment that considers routines and structure, and reduces sensory overload.

Publisher: POPFASD

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